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Taylor University Magazine

THE MAGAZINE ABOUT TAYLOR U. AT HOME AND ABROAD

Will Cleveland, Editor
Mrs. Alice Shippy, Class News Editor

Creative Venture . . . a First 3
Creative Venture . . . in Dialogue 4
Ten Feet Tall by Prof. Dale Jackson 6
More Than Knowledge by Dee Puntenney 8
Profs are People! 9
New Student Week 10
Creative Tension by Charles D. Griffin 14
Freeze Play by Joann Neuroth 20
T W O Testimonies 24
Class News . . . Global Taylor 26

OUR COVER

Angie Lashlee, senior from Southgate, Michigan, is engrossed in a spirited class discussion led by Prof. Dale Jackson. Under scrutiny at the moment was the Church—its present failings and future possibilities.

Taylor students are asking questions—big questions. Equally vital is the desire of the teachers to HEAR the questions, and to gain insights as well. And further, the professors try to focus beyond the words and ideas to the feelings, needs and aspirations of their students. Such a mutually creative venture on the part of students and faculty is what much of this issue is about.

Issued quarterly by Taylor University
Second Class postage paid at Upland, Indiana.
From a concern for students, respect for their intelligence, and a confident, innovative spirit have emerged noteworthy innovations affecting the total life of the University. 

a First!

reprinted from the ECHO

A FIRST FOR TAYLOR this year was the combination of the Student Personnel Workshop with the Faculty Study Conference. On August 30, the two groups were combined to give a new opportunity for open discussion between faculty and students.

Beginning on August 28, members of the student personnel staff were engaged in their own workshop, the culmination of psychology 351. This course was taken by the student personnel staff last semester to prepare them for their dual role as hall counselors or resident assistants and orientation leaders.

The emphasis in the workshop was upon the practical aspects of student personnel work. Case studies and role playing situations were used to give the Student Affairs staff and students an opportunity to apply the theory learned in psychology 351.

The theme of the meeting of the combined faculty and student groups was “Taylor’s Intellectual Environment,” with the main thrust of the discussion being the contributions that residence hall life can make to academics. Commenting on the feeling of openness that prevailed during the faculty-student exchange, one professor said: “Open, free, honest dialogue between faculty and students could be one of the most exciting things on this campus if it happened more often.”

Four student resident assistants addressed the combined meeting. Joann Neuroth spoke on “The classroom—what makes it stimulating?” Dec Puntenny’s topic was “How faculty can use residence halls to improve classroom relationships.”

Lorri Berend’s address was titled “The residence hall-formal plans to encourage academic growth.” Chuck Ridley shared his thoughts on “How do we make all activities taking place on the campus contribute to the intellectual climate?”

More about this creative venture appears on the following pages.
The ingredients for true communicating among campus groups are often encased in hostility and suspect motives. The Taylor community, however, is doing something exceptional about the communications gaps. The typical comments below, voiced during the joint Student Leadership Workshop and Faculty Study Conference, reveal the wholesome candor which is helping to make Taylor’s program so effective.

**Administrator:** Is there an academic atmosphere at Taylor?

**Student:** I have never heard anyone who was trying say that Taylor is academically inadequate.

**Student:** The poorer students are the critics—not the good ones.

**Student:** Do we take advantage of the stimulation that is here? Colleges stimulate those who want to be stimulated. How many are here for ulterior reasons—parental pressure, just to prepare for jobs, to make money, to get a degree?

**Student:** Most of the trouble is not with the faculty—we can communicate with them—but it is with apathetic students.

**Student:** Activities can crowd out good intentions to study hard.

**Student:** The problem is motivation, not intellectual ability.

**Professor:** For each lecture I strive for some motivational factor. Each student should become excited about something.

**Professor:** Classes in the severer disciplines suffer from student over-participation in non-academic activities.

**Professor:** Most students who are too tired in class have expended their energies on personal activities, not on academic or campus projects.

**Student:** The faculty advisor is very strategic—to help students make mature choices concerning involvement in campus activities as well as selection of courses.

**Administrator:** Do students come to Taylor only for academic reasons? Obviously not. An education at Taylor is much more than this.

**Professor:** Some students come to Taylor to find themselves—their philosophy, goals, vocational preferences.

**Administrator:** We are talking about the nitty gritty of life. Students engage in the process of decision making because of the multiplicity of opportunities offered. Such decision and options are a constant part of adult life. Ten years after graduating, half of the alumni will be in different vocations than they prepared for in college.

**Professor:** (appraising the value of the discussion.) I need this kind of stimulation from students. I need to relate to other people. I am not that excited about my own lecturing.
Student leaders, faculty members and administrators join forces for a vigorous and informal discussion session. Left: Janet Head, residence hall counsellor, concentrates on a comment from the audience. Left, below: The 300-seat amphitheater lecture room in the Science Center provides a favorable setting. Below: Panelist Dee Puntenney enjoys a humorous statement from a fellow student. Looking on is Dr. Gordon Zimmerman, Vice President for Academic Affairs and moderator of the event. Below, right: Joann Neuroth makes a point as Dr. Elmer Nussbaum listens thoughtfully. Bottom: Attention converges on a student outlining the role of residence hall activity in the total college experience.
The growth of his students (and himself) in a fertile environment for teaching and learning sometimes makes this speech professor feel

Ten Feet Tall

by Dale M. Jackson

When I came here three years ago, I knew only that Taylor was a small liberal arts Christian college. Today most of my attitudes and feelings about Taylor are based on what it is and what it is becoming rather than what it has or has not been in the past. The following is a brief summary of those attitudes toward the institution and my place in it.

Taylor University provides me with a unique opportunity to become what I am most interested in becoming—a
teacher, a Christian and a person. Each of these is of vital importance to me.

First of all, am here because I want to teach. Taylor University wants people who want to teach. Our administrators encourage and reward my scholarship, but they do not confuse scholarship with good teaching. The institution seems to be interested in my scholarship because of what it does for my teaching.

As you know, when scholarship becomes an end in itself, undergraduate students are often made to feel superficial, a nuisance, a hindrance to the private academic pursuits of the professor. His promotion depends upon his scholarship, not his teaching, so his teaching may degenerate. His loyalties are centered in his own career, not the institution or undergraduates. Of course, the student suffers.

Many in American higher education do not receive any serious teaching, any personal attention until the latter stages of their graduate studies. Taylor University wants to teach undergraduates. And since I can think of no occupation more stimulating, I have had no trouble feeling at home here.

Secondly, Taylor University allows me to be a Christian as well as a teacher. Within the framework of evangelical Christianity, I am given the freedom to build my faith on whatever Christian absolutes God and I find necessary for me.

There is no prescribed method I must use to reflect that faith. No prescribed vocabulary I must use when I talk about it. No detailed statement of doctrine I must endorse and no pressure to spiritualize everything in the classroom. As one of my illustrative colleagues once said, “We can study triangles in a math class without feeling obligated to discuss the trinity.” I can concentrate on maintaining a growing, vital faith in Christ and pray that the evidence of that faith will be reflected in my life and teaching.

Teaching here also provides me with an ideal opportunity to be a person. As a student and a teacher of oral communication, I have been interested in what happens to the communication process when two people finally develop mutual trust and respect for each other. Verbal exchange is open and direct. Understanding occurs. I am convinced that what I teach cannot be successfully separated from who I am. I might be able to distribute some information without this personal involvement, and this is all that most institutions would expect of me. But communication can occur best when the idea can be identified with the man. At Taylor University I can not only teach this approach to communication, I can also try to put it into practice.

Most of the undergraduate students I have found here are the sharpest, most intelligent, and dedicated Christian young people I have ever known or attempted to teach. They are a constant inspiration. Their honesty, their faith, their doubts, their search for values, their pursuit of truth, all keep me searching for answers to my own unanswered questions. Their enthusiasm for life and learning, their willingness to let me share in their trials and triumphs, often make me return home at night feeling “ten feet tall.”

These students encourage me to take whatever risks are involved in self-revelation. They don’t want me to be perfect. They don’t want me to have all the answers. They don’t need my lectures or my advice. They want me to be an open human being with whom they can identify. They want me to be a person—a person who is also a teacher, a scholar and a Christian. That’s a big order. I seldom succeed. But when I do, I wouldn’t exchange places with anyone—not even Presidents Nixon or Rediger. When these kinds of demands are made on you, you continually find yourself reaching for wisdom beyond your years and understanding and knowledge beyond your experience. I have found here a God who can make up the difference.

In addition to these three, there are other reasons why I am here: the development program, the athletic tradition, the student participation in self-government, the teacher training program, the interest in educational trends and reforms, the caliber of students, the growing concern for, and involvement in social and political issues: the balance of youth and experienced people in administration, faculty, and staff; maintenance and housekeeping people who hum and whistle hymns as they work instead of spewing obscenities....

I could go on. In addition to a share in all this, I can teach, pursue my own academic goals, and I can relate to God and relate Him to others in my own way. And if this were not exciting enough, I even get paid for it! And who knows—even that may some day be exciting, too!
A person cannot spend four years of his life in a college environment and expect a change only in the amount of knowledge he possesses, even though that may be his chief goal. I know that many totally unacademic events which have occurred during my college career will have a lasting influence in my life.

To have the proper outlook toward his education, which is necessary for academic effectiveness, the student must have the proper balance among the spiritual, social, and academic aspects of his college life. The residence hall is the natural environment to create this proper balance. Because, say at a football game, the average student will certainly give little thought to either spiritual or academic matters. And likewise in the classroom and at religious activities, the student doesn’t (or at least shouldn’t) give much thought to the other aspects of his education.

But in the residence hall the student experiences all three facets of his education. It is there that he does most of his studying. It is there that he has his devotions and wing prayer meetings. And it is there that he does most of his socializing.

One of the best ways to relate to the student is to meet him in an environment entirely different from the one in which we generally meet him. For example, we might have a faculty member speak at our wing prayer meeting (as we often do) but we might emphasize that he speak not as a faculty member but rather as just another person with the same problems and worries that students have. We might also encourage him to dress as well as speak in an informal manner. Then alter his talk, we might have a discussion period where the students could ask the faculty member anything they wish. For instance, if we had an English professors speak at our floor meeting, I might ask him how he could possibly enjoy certain kinds of literature like some of the “weird puritan poetry” that I studied in American literature.

The professor should then answer my question and tell me why he does enjoy it—or possibly even why he doesn’t—but should not give me a lecture trying to convince me to think likewise. Instead, he might say “well I do understand how you feel because I felt the same way about physics when I took it in college.” I would then see that he indeed does have a problem similar to mine but in the very subject that I enjoy the most and through this I would see that “weird puritan poetry” must be as

(Continued on Page 30)
The joint student-faculty sessions bring a fresh revelation to many, as revealed in this student editorial reprinted from the ECHO. Such conclusions make all the effort worthwhile.

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**In A Move to build better channels of communication, the Faculty Study Conference and the Student Personnel Workshop met together last Saturday, August 30, to discuss how each could contribute to Taylor's academic environment. The honesty and openness of the exchange between students and faculty members that took place in this meeting is unprecedented and gives hope for a new quality of communication at Taylor.**

We, the student body, have missed the obvious potential for our own enrichment which can be found in our faculty. We go to class, take notes, study textbooks, and cram for exams in our attempts for academic achievement. Yet even the most interesting subjects often remain dry and lifeless. We have overlooked a great wealth of resources which is at our fingertips in our own professors.

In the Saturday meeting (student leaders and faculty), several of our professors expressed a deep desire and an even greater need for increased personal communication with us, their students. So often we say, consciously or unconsciously, “I’d like to get to know my profs, but they don’t have time for me.” Since our faculty has vocally expressed a desire to get to know us, we need no longer cheat ourselves by using an excuse that now has no validity.

SGO President Hal Habecker said this of Saturday’s meeting in his address to new students: “The

(Continued on page 30)
New Student Week

New Student Week is the first span on a bridge between two worlds—youth and adulthood. It is a time of mixed feelings—of adventure and hope—and of the piercing fact that neither the student nor home will ever again be the same. And neither will the University, as it takes on the transfusion of 470 freshmen and transfer students.

For the parents there is the hollow relief that the packing and unloading are done. And for all its friendliness, the College confronts freshmen with the “fearsome foursome”—reading, psychological, general ability and language placement tests. Plus math exams for some and music auditions for others.
As with Nidia Rubiano (above), from Colombia, South America, this is a time to reflect about home, now so far away, and the future—even farther still. For transfer students such as Cecile Crouse (left), of Kentucky, the fall term means a new set of pros, friends and activities. For all beanie-clad citizens the day of classes comes soon enough. But the newcomers are not more alone than they wish to be. Ready to lend a steadying hand are the resident assistants, orientation leaders and hall counsellors. All-told, New Student Week is part of a great experience—living and learning at Taylor.
CREATIVE TENSION

by Charles Griffin '61

The Sifting Process

A bold, common-sense statement of Taylor's standards—the reasons behind the rules—and a formula for gaining a cherished prize—personal maturity. Presented this fall as a chapel address by the Vice President for Student Affairs.
You have probably heard statements like the following at some point in your Taylor career: "If they like you, you have it made."
"Don't tell them the whole truth, they'll nail you worse than ever." "Man, be penitent—after the first encounter is over, ask them if you can pray—that always wipes them out."
"If you're an athlete, don't sweat it; the pressure will be put on."
"If you want to save your neck, rat on someone, rats like rats."
"Whatever you do, don't discuss a problem with an R. A. (Resident Assistant), or an H. C. (Hall Counsellor). They're all part of the spy system."
"You know that they have a spy system, don't you?"
"Oh, yeah, I've heard it extends down to Indiana State, into Ohio and all over. And they have the gall to call themselves Christians."
"They say they trust
"It goes without saying that it is impossible to set up guidelines that will please everyone within the community."

us. You know, if they really had a trust system around here you could get away with murder."

By this time I am sure you have identified them or they as the Student Affairs staff. With a reputation like that, I'm proud to stand before you. I've heard they'll turn this podium over to anyone — Ed Swartz, Louis Lomax, and now an inconsistent malcontent from Student Affairs—and all this at a Christian college!

Someone billed this session today as the "Whys and Wherefores of Student Affairs." Since it would take me 95 chapels to exhaust that scintillating subject, and since I wouldn't want that, and neither would you, I am addressing myself to what you could label Creative Tension or The Sifting Process. The resident assistants and hall counselors suggested to me that since we expect students to live at Taylor and follow the Taylor standards, someone should try to explain the system and its expectations.

I am going to attempt to clarify the philosophy behind the Taylor standards, discuss the methods employed with those who do not find the Taylor standard comfortable, and conclude with a suggested way to help individuals make the most of their tenures at Taylor. I recognize that this is one sided because I am doing the speaking. My wish is that some of my thoughts may encourage further dialogue in which I would be most happy to engage anytime.

Taylor is a liberal arts college that focuses on the Christian ethic as the basis for studying the liberal arts. Taylor is a college that believes in the individual. You have heard Dr. Rediger and others say many times that Taylor is people. It is not buildings; it is not classrooms; but it is the people that inhabit those buildings. Because Taylor is people and there are many here, standards and guidelines are necessary, as they are in any community. Because there are people here, there are going to be relationships; and because we are relating to one another, there will be challenges that are an outgrowth of those relationships. Taylor is you, and Taylor is me.

A well-balanced society is made up of individuals that must think independently, but yet must work together collectively. Since there are not two individuals in a society that are going to agree on every subject, there have to be guidelines. Those guidelines are based on the purposes and the functions that an institution has as part of its intended purpose. The guidelines become the basis for its existence. Over a period of time Taylor has grown. I think its growth has been for the better. Rules have been refined; rules have been dropped; rules have been added. These rules are the guidelines for this community.

It goes without saying that it is impossible to set up guidelines that will please everyone within the community, even when everyone here has a similar purpose. This presents a problem for those who are offended and slighted by the rules and for those who feel pleased and self-righteous because the rules are consistent with their personal stand. The person who fits in, because what Taylor expects is just like his home background, can become very pious and self-righteous and can have trouble understanding why others are questioning what Taylor expects. Those who don't fit in attack those they think are pious, look at the negative side of the environment and refuse to fit in.
The ideal is the person who accepts the community structure as something necessary to accomplish his personal goals. He works constructively as a member of the educational community to refine what he doesn't care for, but he doesn't lose sight of his goal of personal growth through education. The recent SDS national convention gave testimony to the need of structure to accomplish intended goals. The SDS split to the point that the organization lost its sense of mission.

A statement in a recent "Conversations" periodical testifies to the need for structure. "The most important question facing American Higher Education in the next 20 years is whether or not a new sense of community on campus can be restored or reconstructed so that once again different groups, with different functions, objectives and goals, can live together again in a cooperative endeavor."

Structure should not be a thing in itself; it should be a means to independent thought and collective interaction and growth. If we as a faculty and administration emphasize Taylor's regulations or standards as the marks of Christian maturity and dogmatically refuse to be sensitive to needed changes and refinements, our standards lose their function and become the central focus instead of education that is characterized by idea exchange and development. Konrad Lorenz, in a recent Fortune Magazine review of the college scene, remarked that, "College students seem to be unable to accept the values held in honor by the older generation unless they are in close contact with at least one of its representatives who commands their unrestricted respect and love."

At this point I might add that if honest, open, unselfish idea exchange is taking place on this campus, the social boundary lines, whether agreed with or not, become secondary rather than primary. What I am saying is, if we are spending nine out of ten hours of our day quibbling about the pros and cons of wearing socks and things we have difficulty identifying, and other such significant items, then, friends, we are wasting our time. We have to relate to one another as though we both have ideas to contribute. I do not intend to relate down to you, and I hope you do not intend to relate down to me or up to me or over me, or any other way. I think we need to relate to one another, believing that we both have potential, believing that we both have experience that we can share with one another, and therefore contribute to one another's growth.

On the other side of the ledger, if we make the social structure more important than it should be by demanding dogmatically that is has to be a certain way before we can participate in honest, open, unselfish idea exchange, then we are cheating ourselves. A positive acceptance of the Taylor standards, although one may not agree with all of them, is far more beneficial educationally than a negative rejection of the structure that can make education possible. All of us must work to find that happy medium between the concern for each of our individual developments and the insistence upon unquestioning conformity to regulations.

Having beaten to death the point that we need structure, permit me to move on the next point. What is done in dealing with those who break the standards expected at Taylor? The first step in the dis-
cipline process, after it has been determined that a person has broken his word, is to determine the extent of his difficulty and the reason why, if possible. We will call our example X. The whole thrust of our conversations with X is to convince him that we are more interested in understanding him than we are in enforcing the rule that he has broken. Our purpose is not to seek retribution, or to treat X as a common criminal who has fallen from acceptability. We spend as much time, over approximately a five-day period, as we can with X. We make every effort to understand him so we can use this experience to either help X understand Taylor more, or help X understand that maybe Taylor is doing him more good than harm.

Before any final decisions are made about probation, suspension, expulsion, warning, etc., we consult with Dr. Zimmerman, the department in which X is doing his major study, and anyone else who may know this person. The Student Court spends time with X, and if the residence hall is directly involved, the Hall Court may spend some time with him. Each of these groups then makes separate recommendations to the Student Affairs staff and then we sit down to finalize the decision. Believe me—if our rules were more important than the person involved, that process would be speeded up considerably.

Our conversations with X are not pietistic orations that are an effort to lift this person to the “mature level” of the rest of us. On the other hand, they are not tender, loving pat-him-on-the-head times either. They are intended to force the individual to evaluate seriously his reasons for being here, what he can get from the program and whether or not this program is for him. It goes without saying that because each individual is different, motivations are different, backgrounds are different, and because levels of difficulty vary, it is almost impossible to be consistent in determining what will happen to different individuals.

Much of what is decided is determined by whether or not a person can be trusted. When he says something, can we believe him? As you know, determining a person’s trustworthiness is not an easy task, but we try to spend as much time as possible determining that. After a decision has been reached, we immediately begin trusting that person again. We don’t assign a parole officer or, contrary to some high-level intrigue, we don’t have a spy system that keep tabs on X.

I will admit that when we become as well acquainted as we usually do with those in trouble, it becomes more difficult for them to blend into the general campus scene as nondescript faces, but that does not mean that we do weekly character analyses on them. Last year six people were counseled into other college programs. Several more left of their own volition after deciding that Taylor was not for them. Several more are listening to me now. Those folk that had to leave, either gave us no alternative by continually getting into trouble or, after what usually amounts to over thirty hours with a person, we felt that we could not trust him.

The inevitable question that is playing jump rope with your brain right now is, “How do we find out that a person is in difficulty?” Contrary to high-level intrigue, we are not the C.I.A., unless you want to call me a spy because of an incident like the following: I was driving toward Marion on Route 18 when a freshman, beannie-clad and all and going seventy miles an
hour, ran me off the road. Now mind you, I tried to duck so I wouldn't see him so I wouldn't be accused of spying, but my instinct to preserve life and limb overruled and I kept my hands on the wheel. As I did this, I recognized X as he went sailing by. The absurd illustrates the general way information about curious behavior comes to our attention. Most people are so proud of their lack of discipline, their lack of integrity or whatever, that they have to talk about their exploits. So in more cases than not, a person in trouble usually rats on himself.

The Student Affairs staff does not exist to protect Taylor from those who are abusing Taylor's standards. It exists to help everyone adjust and grow so he can accomplish his goals in seeking an education. I believe very strongly in the point that helping a person separate and realize his priorities is very, very important, and this in many cases is the solution to adjustment problems.

My final few words will be in the form of a challenge to me and to you; let me repeat, I do not feel that my challenge at Taylor is to mete out justice to all that constitute the Taylor Costa Nostra. I have to believe that you came here for a higher reason than to oppose what exists here. If you do not have higher reasons for being here, let me suggest a few. I had an experience last week that helped me evaluate my stance at Taylor. I attended a conference in Washington, D.C. where I had a number of experiences that forced me to evaluate my challenge and responsibility at Taylor.

As I heard George Romney say, "The American people have become the slave of the dollar. Their motivation depends on the dollar; their willingness to serve depends on the dollar; and if we don't reverse this, our country is dead." As I heard a women administrator from an Eastern college say, "Christianity is antique and has nothing to offer the modern man." As I heard a man from New Mexico say, "It's easy for a Christian to be a politician because he can apply his situational ethics." As I heard another administrator say, "Unless we curb inflation caused by billions of dollars of deficit spending, we are going to be in the same predicament on the world market as Great Britain." As I walked through a smut shop across the street from the White House and saw magazine covers that had untouched pictures of naked men holding hands, and untouched pictures of naked women holding hands. As I witnessed black educators walk out of the meeting because of a lack of responsiveness. As I heard a top government official lament Vietnam as the biggest mistake this country has ever made, and another share the government's concern overampus violence. As I thought about all of these things, the thought that plagued me was: Who am I and where do I stand in the light of these things? What am I doing at Taylor? What should I as a professing Christian do in the light of these kinds of problems? Do I retreat back to the cornfields of Indiana and relax in the relatively quiet culture of Taylor University or do I return determined to challenge myself once again with the opportunities to grow and become the kind of individual that can become a part of the lives of others? The next question I asked myself was: How can I do that in a homogenous group that is made up of Protestant Christians? I asked my-

("I do not feel that my challenge at Taylor is to mete out justice to all that constitute the Taylor Costa Nostra.")

(Continued on page 31)
High adventure, endurance, heroism and compassion are combined in the Christmas holiday exploits of the “B” team in the frozen North.

Freeze Play

Basketball in the TOTEM POLE league!

Pete Carlson '72 stands by a hand-carved Indian totem pole in the village of Hazleton, British Columbia where the basketball team performed and witnessed for three days. The temperature was 41° below zero.
Flight cancelled...fog! Second flight - can't go, too crowded. Bags on wrong plane. My bags sent to Prince Rupert by mistake. Will be sent to Terrace in time for our game. I board for Terrace for television program....guys can't go....no books. Guys land at 9 p.m. for 8:00 game. During warm-up Reeves breaks the rim...tie it back on and play. Finally break during first half. Play half-out. During half-time I get welding while I lug bags. Bed: 1:30 a.m.
First time in three nights we are able to sleep!

12/22/68
Church service this morning is terrific! Right after church we push to airport to take off because of fog. No dinner. Sky is clear, ride roughest ever....planeelope 50 to 60 feet. Dave, Pete, get sick. Land on water and wait 30 minutes for fishing boat to come and get us. Rough riding the ocean waves that long. Weather very cold. Church service 7:30-9:30......we sing for one hour. Sing for Indian boat, 90 plus years old, blind, on death bed....pray together, very moving experience. The highlight of the trip!

12/29/68
Leave Greenville at 10:45 a.m. Walk the river...temp around 20 below. Drive about 20 miles and van goes out of control and over the edge of the road. Nobody hurt! Have to walk 1/2 mile to fill help at Canyon City, the temp equivalent to 61 below with the wind.
We arrive at C.C., boat frozen in, can't get across without it and we are really cold. Chop the boat out with a 2x4, I drag it to the center of the river and try to break ice. Ice breaks under me and Tom saves my life by grabbing me before I go down in 45 feet of water. Work another 20 minutes to get across, clothes frozen.

Braving 20° below weather Pete Carlson, Dan Gordon, Dave Reeves, 72 and Jim Messner, 71, carry musical instruments one-hall mile across a frozen river to visit the village of Greenville. With no chance to change into street clothes, the men lived in basketball togs for three days.
Here in Indiana where the sport commonly referred to elsewhere as ordinary "Basketball" has developed into an obsession affectionately termed "Hoosier Hysteria," it is difficult to imagine how the game could become any more exciting. But to Coach Bob Blume and his "Ambassadors" basketball team, even the Indiana variety must seem tame.

Conventional bus rides to "away" games must be very routine to a team which one night found itself clutching a rope and inching its way on foot across a half-mile expanse of ice, beneath which flowed a river so swift that the Indian guides had recollections of people falling in and being swept away.

Disputed decisions by officials—even those which could bring any self-respecting Hoosier crowd to its feet in righteous wrath—must not appear so unforgivable to the men when they remember one game which Coach Blume describes this way:

"They did chin-ups on our elbows. I was literally tackled at mid-floor and fell on an Indian named Crosby. It should have been called a 'pin' but the ref gave the ball to the other team because I 'traveled.'"

Well-equipped, heated gyms certainly present less challenge than did those in which the team found floors so warped that controlling a dribble required as much luck as skill; and conventional gyms offer fewer hazards than did those in which the doors under one basket opened onto a snowbank for the hapless player whose momentum carried him too far under the basket.

Even ordinary shower-room technique presented a new set of challenges—handling frozen toothpaste and shaving lotion with fingers numb from -30° weather.

But most of all, traditional halftime activities—locker room pep talks and game strategy sessions—must seem, even to these men who like to win as much as any athlete does, to be less rewarding in terms of eternal values than were the halftime singspiration-testimonies through which they were able to do something they consider more important than winning—sharing Christ with others.

The Ambassadors, Coach Blume, Cal Robertson, David Reeves, Larry Wall, Dan Gordon, Jim Messner, Pete Carlson, and Tom Essenburg—(plus Ed DeVries '67)—took their Christmas vacation last
year, as teams have for two years before, to do just that: share their Christ with others. The men, who were picked on the basis of their testimony for Christ, musical ability and basketball ability (in that order), worked through the North American Indian Mission in British Columbia. Traveling 8,000 miles in 17 days, they visited wide-spread, remote villages in order to present Christ through the popular medium of basketball.

During that time, the men visited nine villages where each team member lived with an Indian family and played 16 games with local teams. In each village, the team also organized a clinic to teach basic techniques of the game to beginning players.

The team finds basketball an effective way to reach the Indians, most of whom are already interested in the game and eager to learn more about it. Prior to each game, most of which were well-attended regardless of weather, programs were distributed which contained the players' pictures and testimony verses as well as a place for autographs. The men found that giving autographs provided a time for personal, one-to-one contact which often led to a direct conversation about the Christ whom the Ambassadors had mentioned in their testimony.

Before each game, the Taylor team presented each of its opponents with a copy of Bill Glass’ "Get in The Game." Then at halftime, the men sang, played guitars, and gave personal testimonies. Most of the players found personal, post-game contact with the Indian people very rewarding; high points of the trip are remembered in terms of a few moments spent at the deathbed of an old woman; the Sunday church services in which Indians and Ambassadors shared in the worship of God; or a girl who was led to the Lord by the team-member who stayed in her home.

Besides the valuable opportunities to share Christ with others, however, the men find that the trip is a spiritual blessing to themselves as well. Learning to depend on God for essentials such as transportation or Christmas dinner is a real encouragement to the faith each of the men is developing as a growing Christian. For instance, several times when the team arrived at an airport only to be told there was no room for them, they confidently assured the ticket salesman that they would wait; seats would become available. Although once the time schedule became so close that Coach Blume had to go on ahead to meet an interview schedule, trusting that his men would be able to follow soon, the team reports that in each instance, space became available for them in time. And Christmas dinner eventually materialized in the form of a Christmas Eve offering—even if it was Chop Suey.

The Ambassadors also find that during the tour they are forced to rely upon the Lord for physical strength as well. The exhausting schedule of games and clinics is made more demanding by the severe temperatures which dropped as low as -10° and by the long distances which must be traveled between villages. And accidents—such as the time the ice broke under their feet, plunging the team into swift-flowing, freezing water—while rare, are a constant reminder to the men that they are engaged in serious business. But the fact that in spite of long periods of exposure and physical danger, no one became seriously ill or injured is impressive evidence to the Ambassadors that God is in control—and that He cares about them.

The spirit and enthusiasm which characterizes the team in its adventure for the Lord is probably best illustrated by a comment made upon their return, after a 2-hour boat ride, a rerouted flight, a long ride in an unheated van, a night spent in the Seattle airport during which "everyone was so tired he couldn't sleep," and another day spent in the Chicago airport waiting for a flight to Fort Wayne: "The greatest thing was that during the trip home we had some wonderful chances to tell fellow passengers and stewardesses all about our trip and what the Lord had done for us."
Last fall I felt a keen desire to give my summer to the Lord and His service. Soon after this the Taylor World Outreach Program informed the student body that the Evangelical Alliance Mission was looking for students to go to Japan for the summer to speak English with the Japanese students.

What seemed to be a remote possibility became a reality just six months later. It was my privilege to serve in five different areas, giving me an opportunity to participate in many kinds of mission work. Much of my time was spent with the university students with whom I had endless opportunities to share my faith in Christ.

I was also involved in English seminars, D. V. B. S. and camp work. One of the most beneficial experiences was seeing the Lord use these Bible camps to draw searching students to Himself.

Seeing missions first hand and experiencing the Lord’s work in a culture so different from my own has added a dimension to my faith which has given me a new and exciting outlook concerning my life of service for Jesus Christ.

Karen Herweyer

God worked in wonderful ways to make it possible for me to spend the summer with the Andes Evangelical Mission in Cochabamba, Bolivia. I went with a lot of lofty ideas about what I would accomplish. But it soon looked as if I would spend the entire summer doing office work.

That was not what I wanted to do! I did realize that without the Lord it would not have been possible for me to go to Bolivia. I had to do His will even if it meant working in an office. I turned the whole matter over to Him and He changed my attitude. From that point I could accept with joy anything that came my way. This change made the difference between a great summer and what might have been just an interesting time and nothing more.

How can I really tell what last summer meant to me? It is impossible. I cannot put into words the most precious moments and the true meaning these experiences have for me. I can only say that I believe more than ever that God can do anything.

Paula Young

I came more than three thousand miles to teach Bible school in British Columbia, expecting the Indians to give me a glamorous, exotic name like “Princess Star of Winter” only to be greeted by the humbling remark, “Hey Blondie!” “What gives, Lord?” I said to myself.

In the weeks that followed I

In last summer’s Taylor World Outreach program, thirty-four students served on mission fields in 10 countries. Many others worked in U. S. inner cities and youth camps. Rewarding? Here are a few testimonies.

Above: Linda Holloman, second from left, and Marvin Leach, serving in British Columbia, prepare to board seaplane for Port Simpson.

Right: Youth in British Columbia enjoy a trampoline purchased by Taylor students through Youth Conference offerings.
learned that there was nothing glamorous about carrying water from a mountain stream, eating half-cooked moose and wiping forty-eight runny noses. I learned just how versatile a person can become; for the same arms that cradled the new-born infant also comforted the dying grandmother; the same hands that chopped the wood and paddled the dugout also played the guitar and held puppet shows. “Hey Blondie” became the call for songs, stories, fishing trips, swimming, hiking, and everything that kids thrive on.

One night our chief said, “and now Blondie is going to preach!” And that’s where my versatility ended. The key to my entire summer was the question, “Blondie, how can I be a Christian?”

I asked God for glamour. It never came (just like our mail). But God granted his impulsive child a precious jewel... fulfillment.

Nancy Joy Johnson

Last summer I went out under TEAM Mission with 24 college students to Japan. There I lived with a missionary family and worked very closely with them in their program. However, my main emphasis was with the young people. It was exciting to see how the Lord provided the opportunities to meet and talk with many high school and college students.

Being a musician, I was able to communicate the love of Christ even with the help of American folk and pop music.

So often I thought of my own weaknesses such as not knowing the language, inexperience in mission work, and the fact that I was different. However, the Lord showed me that every thing I did, from sharing Christ to digging a ditch, there was a purpose. I’ve learned just to trust Him in all that I do and His promise will be fulfilled which says, “My grace is sufficient for thee. My strength is made perfect in weakness.”

Gary Sinclair

In British Columbia last summer, the Lord not only moved in the lives of the campers at North Camp but in the lives of the counselors as well.

After the first Junior Camp and Teen Camp, we counselors found ourselves physically tired and often discouraged and impatient. It was then that the Lord made one of our Teen Camp lessons very real to me—how singing hymns and praises could lighten our burdens and transform our attitudes. I

Continued on page 30
class news

1916
Leland Griffith and his wife, Edith, live at 606 East Walnut Street, West Union, Ohio. The Rev. Mr. Griffith served the Methodist Church for over 40 years until his retirement in 1958. Since then he has pastored a number of small churches and presently serves one at Winchester, Ohio.

1917
Clinton Bushey has retired from teaching at Olivet Nazaréne College and lives at R.R. 2, Box 207, Vicksburg, Michigan. This is specifically the Michigan District Nazaréne Campground. Mr. Bushey teaches a senior citizen Sunday School class and finds life quite enjoyable in his retirement.

1928
Dr. and Mrs. Earl Allen (Frances Thomas) have recently moved to R.R. 2, Box 326-B, Waupaca, Wisconsin. Dr. Allen has served as the minister of the First United Methodist Church in West Allis since June, 1956.

1929
William Hawkes and his wife live at 3020 Locust Street, St. Joseph, Missouri. He was a minister in the States for 34 years and now, with his wife, has established the East Africa Bible College under the Independent Board for Presbyterian Foreign Missions. This is their first furlough in four years. After December 1, their address will be Box 1140, Nairobi, Kenya.

1931
Clarence and Helen (Brechbill) Musser have recently returned from Choma, Zambia, where they spent a year in voluntary hospital service at Macha Hospital. Mr. Musser acted as business manager and was in charge of a large building program. While there they enjoyed a visit with Bishop and Mrs. Ralph Dodge (Eunice Davis) at Kitwe, Zambia. Mr. Musser is back to teaching physics at Northern High School in Dillsburg, Pennsylvania. They live at Grantham, Pennsylvania.

During August Everett Culp went to India with Evangelist John Haggai, and a party of 50 ministers and 50 laymen for evangelism there. He preached daily and taught Bible classes. Rev. and Mrs. (Ellen Smith) Culp live at R.R. 4, Box 359, Waldorf, Maryland.

1941
Capt. John E. Zoller, CHC, USN, has returned to the States from his year of duty in Vietnam. After a 30-day leave and a brief temporary duty assignment in Washington, D.C. to attend a Supervisory Chaplains’ Conference, Capt. Zoller’s address will be Chaplains Office, Frazier Hall, U.S. Naval Station, Norfolk, Virginia.

1942
The Rev. Gerald H. Fisher has been elected to a three-year term on the Board of Trustees of Albion College. He, his wife (Norma Hoke ’43) and their four children live at 64447 Beecher Road, Flint, Michigan and serve Hope United Methodist Church.

Paris Reidhead is Executive Director of “Help for a Hungry World, Inc.” 1341 “G” Street, N.W., Washington, D.C.

1949
Eileen Large is teaching at Emmanuel Bible College, 100 Fergus Avenue, Kitchener, Ontario, Canada. Previously she taught at the United Missionary College, Ilorin, Nigeria, but due to ill health, she will not be able to return to this work for at least six months. She will also take a course in journalism, in addition to teaching Principles and Methods of Teaching and some English.

1950
Paul E. Grabill has recently moved to 8640 East 45th Street, Indianapolis, Indiana, where he serves the Providence Missionary Church, after completing a six-year pastorate at the Roseville (Mich.) Missionary Church. Their new church is a district extension project, and they are looking forward to what God will do as they seek to enlarge the work. He and his wife, Joan, have a 16 year old son, Brad.

1951
Dr. Henry Nelson was recently named Dean of Students at Wheaton College. Formerly he was vice-president for administration at Trinity College, Deerfield, Illinois. Dr. Nelson, his wife, Mildred (Holmes ’52) and their children live at 658 Highland Avenue, Glen Ellyn, Illinois.

Harold W. Berk was recently awarded a Master of Education degree from the University of Toledo. He, his wife, Elsie (Mundinger ’48), and children live at 210 South Lane Street, Blissfield, Michigan.

1952
Valoyce (Nordberg) Means, her husband, Don, and sons, David 11, and John 9, visited friends in Upland, and the campus recently, the first time in 17 years. Don is with Standard Oil. Their address is 6021 Earnshaw, Shawnee, Kansas.

Richard J. Johnson is serving the Friends Church in Winona, Ohio. He and his family live at Route 2, Salem, Ohio.

Dr. and Mrs. Dorsey Brause (Doris Oswalt) have moved to 27 Harbor Greens Circle, Red Bank, New Jersey, where Dr. Brause has accepted the position of Executive Dean of Brookdale Community College.

1953
The Rev. and Mrs. James Weiss (Sara Lindke) live at 658 Emmons, Lincoln Park, Michigan, where James serves the First United Methodist Church. David is in 7th grade. Mary in 3rd, and John is four years old.

1955
Bill, Joan (Selleck x ’57), Christina and Heidi Yoder are in Wheaton, Illinois, where Bill has recently accepted an invitation to become Executive Secretary of the Overseas Department of Youth for Christ. He says, “Although physically our work will be primarily in the Wheaton office, our involvement with missions will be all the greater. Without diminishing our concern and burden for Europe, our hearts must now, together, encompass a world of lost, needy young people.”

Mike, Lorena (Smith x ’56), Scott, Valerie, and Jeffry Murphy live at R.R. 2, Wheel Estates, Lot 218, Greenwood, Indiana, for their furlough months from their mission work in Brazil. Mike has returned to Brazil to prepare more radio programs to fill out their furlough.

1956
Harold and Kathryn (Epp) Ehlinger live at 6735 Hess Road, R.R. 4, Saginaw, Michigan, where Kathy is a Home Economics teacher and her husband, a former teacher, is engaged in dairy farming. They have one daughter, Kathleen Ann, three years old.

David Wells has recently received his Ph.D. in English from the University of North Carolina. His wife, Beth, is working on her M.A. degree in Botany. They live at 401 Pittsboro Street, Chapel Hill, North Carolina.
1958
Kenneth O. Gangel has received the doctor of philosophy degree in college administration from the University of Missouri. Recently he was appointed Vice-President for Academic Affairs for Calvary Bible College, Kansas City, Missouri, and "has supervision over all educational ministries of the college, directs the educational planning of the college and gives guidance to our efforts to obtain regional accreditation if it is possible within the scope of our purposes as a college." He, his wife, Elizabeth Blackburn x'58, and family live at 7301 Beverly, Overland Park, Kansas.

1959
David Bowman, basketball coach at Shiprock, New Mexico, for the last six years, was chosen Class B Basketball Coach of the Year by the New Mexico Sportwriters Association this past spring. Coach Bowman's Shiprock Chieftans High School, located on the Navajo reservation in northwestern New Mexico, finished second in the state tournament this spring. His star player, guard Willard Billey, made the All-State team in New Mexico and played in the State's North-South All-Star game in Albuquerque this summer. He is a freshman at Taylor this fall. Dave was chosen to coach the All-Stars, the first Navajo to gain such an honor. Dave and his family live at Rt. 2, Box 90-D, Farmington, New Mex.

1960
Dr. Benjamin E. Sprunger has been appointed Director of Learning Resources at Wheaton College. He was formerly Associate Dean of Students. The responsibilities of this newly created office include learning resources, institutional research and administrative assistance to the president.

Mrs. Kenneth Pahmeier's (Mary Elizabeth Dellinger) name appears in the 1968 edition of Outstanding Young Women of America, an annual biographical compilation, designed to recognize the abilities of young women between the ages of 21 and 35 throughout the 50 states. She has taught in the Marion (Indiana) Community Schools since 1952, and lives at 3419 Wildwood, Marion.

1960
John Okesson, who has spent four years in Kenya, East Africa, under the Africa Inland Mission, is taking graduate work in zoology at Syracuse University and is a teaching assistant in freshman biology. Scotty is 4½ years old and Gregg, 3.

Their address is 112 Butterfield Circle, North Syracuse, New York.

1961
Fred Pomeroy has received the Ph.D. degree in educational administration from the University of New Mexico. He is Superintendent of Schools at Las Vegas, New Mexico. The enrollment of the Las Vegas District is approximately 3000. He, his wife, Sandra, Mike, 4½, Sherry, 2½, and Polly, eight months, live at 712 Sperry Drive, Las Vegas.

1962
Mike Szabo received his Ph.D. from Purdue this summer and is on the Penn State faculty. He teaches one or two courses in Science Education and the remainder of his time is spent doing research. He, Karen (Hansen), Mark 5, Michelle 2, live at 734 South Pugh Street, State College, Pennsylvania.

Tal Keenan was recently appointed Regional Vice-President for Fidelity Union Life Insurance Company. He has been with this company for five years and has the supervision over a five-state area. He, his wife, Lynn, Kelly 4½, and Tracy 2, live at 377 Bowling Green Place, Columbus, Ohio.

Janel (Mendenhall) Horner recently received her Master's degree from the University of Colorado. She and her husband live at 289 Marshall, Denver.

Joan (McIntosh) Hoeldtke and her family live at 623 Poinsettia, Belleair, Clearwater, Florida. Joan is one of the Discovery Singers on Richard De Haan's TV program, "Day of Discovery." Her husband, Clyde is very busy building retirement housing, having built over 1800 homes in the past seven years. Kimberly is 5 years old and Sheryl 3.

John and Diane (Tenpas '61) Macoll have recently moved to 3421 B South Stafford Street, Arlington, Virginia, where John is a historian-archivist in the Legislative Branch of National Archives and Records Services, Washington, D.C. In the September 1969 issue of The Indiana Magazine of History is an article written by John, entitled, "Ezra A. Olleman: The Forgotten Man of Greenbackism, 1873-1876." He also had a book review in the March, 1969, issue of the same magazine.

Larry and Pat (Lilly) Amstutz, along with their children, Scott 7, and Beth 2, spent two months in short term missionary service in Haiti, West Indies. They helped mainly in construction work. The mission compound, where they stayed, is under the Missionary Church Association. Their home is at 909 West Main Street, Berne, Indiana.

John W. Williams has been named Assistant Professor of Voice at Wittenberg University, Springfield, Ohio. He teaches voice and conducting, directs the Choristers (women's glee club) and supervises student teachers. He and Pat (Áhna) are the parents of Jeff 4½ and Julie 1½. They live at 4522 Laredo Street, Springfield, Ohio.

William A. Bennett, Jr. recently received his Master's of Education degree from the College of William and Mary. His address is 2619 Somme, Norfolk, Va.

1963
Harry O. Haakonsen recently received his Ph.D. degree and has accepted a position as Associate Professor of Science Education at Southern Connecticut State College. He and his wife, Susan, live at Whiton Arms, Apt. 2B, 236 South Elm Street, Wallingford, Connecticut.

1964
Terry Minks received his Master's degree in Outdoor Teacher Education in 1968 and his wife, Sharon (Scholl), received her Master's in Social Work this past summer. Their address is Hancock Lake, Harshaw, Wisconsin, where Sharon is doing school social work. Terry is teaching 5th grade in Rhinelander, Wisconsin.

Both David and Pat (Baird) Bowes received their M.S. degrees from Indiana University in 1967. David's degree was in guidance and counseling and Pat's, in educational psychology and elementary education. After having taught social studies and being head track and cross country coach for four years at East Noble High School in Kendallville, Indiana, he is in his second year as guidance counselor and coach in the Richmond (Ind.) High School. Pat enjoys being home caring for Kyle Linn, 18 months old. Their address is 3431 College Corner Road, Richmond.

Marjorie Ritter teaches English and Speech in an Aurora, Colorado, junior high school. She lives at 3825 South Monaco, Apt. 129, Denver.

Aaron Bobbyl recently received his Master's degree from Rutgers University. His address is 1814 Highland Avenue, Knoxville, Tennessee.
1965
Mrs. Robert Andrews (Sherry Lee Largeant) was recently appointed to the position of instructor in the Physical Education Department of Monmouth College, Monmouth, Illinois.

1966
Kenneth F. Walker recently graduated from the Conservative Baptist Theological Seminary in Denver, Colorado, in May. He has been appointed to the Burnsville Baptist Church. He and Jo (Sanford '64) live at Vista View Apartments, Briar Court, Burnsville, Minnesota.

Carl Haaland has returned from a year in Vietnam, where he was awarded the Bronze Star in March, 1969. He is now an instructor in speech and theater at Susquehanna University. He and his wife, Marilyn (Bekowies) and Erik William, live at R.R. 1, Box 399-l, Selingsgrove, Pennsylvania.

Onley and Elaine (Miller '65) Heath live in Berlin, Ohio, where they sponsor the Berlin Baptist Youth of the First Baptist Church and have organized "Teen Singout," a group patterned after the international program, "Up with People." They are convinced the area teens need and desire an opportunity to express their ideas through music. So popular was "Teen Singout" last year that it was reorganized this spring and presently involves 100 youth above the seventh grade minimum. The East Holmes District where Onley teaches is proud of the group and of Onley and Elaine. Elaine did teach and does accompany the group but is enjoying being home and caring for Peter Onley, born March 28.

Alan Lang recently received the M.B.A. degree from the University of Colorado. He and his wife, Elaine (Oury '68) live at 7251 Samuel Drive, Apt. 311, Denver.

Sandra Humble has accepted a position as instructor of literature at Urbana College, Urbana, Ohio.

Mrs. Paul F. Rice (Robertta Hiatt) works as a social worker for the disabled for the Los Angeles County Department of Public Social Services. Her address is 20822 Iris Roseton, Lakewood, California.

Gwen L. Moser is doing graduate work in the area of school guidance at the University of Louisville (Kentucky). While attending the university she is working as a probation officer and case worker for the Juvenile Court of Clark County, Indiana. She lives at R.R. 2, Charlestown, Indiana.

1967
Bruce and Carolyn (Deihl '68) Galf live at 13020 Old Stagecoach Road, Apt. 3419, Laurel, Maryland. Bruce is in the Air Force and has completed basic training, plus a course in computer programming. He has been assigned to Fort George C. Meade, Maryland.

Nancy (Perkinson) Swartz has been teaching in Richmond, Indiana, while her husband, Capt. Alan Swartz, a Purdue graduate, has been in Vietnam. Their address is P.O. Box 3552, QM School, Fort Lee, Virginia, where Alan is taking a supply and management course. From Virginia, they will be going to Heidelberg, Germany, for a period of two or three years.

1968
Clare Scheele is a student at the Marquette School of Medicine and her address is 826 North 15th Street, Apt. 5, Milwaukee, Wisconsin.

Mrs. Jeffrey Zetto (Dawn Singly) and husband have moved to 6277 Northwood, Clayton, Missouri, where Jeffrey will complete his fourth year at Concordia Seminary. He has just finished his vicarage year in Detroit, Michigan. Dawn is teaching 3rd grade in Washington Park Demonstration School in Webster Groves, Missouri.

2/Lt. William Siebel has graduated at Sheppard AFB, Texas from the training course for the U.S. Air Force Management Analysis officers and has been assigned to Kingsley Field, Oregon, for duty with a unit of the Aerospace Defense Command.

1969
Mrs. Allan Andrews (Mary Streby) and her husband live at 2702 Vanderbilt Avenue, Raleigh, North Carolina, where Mary is studying at North Carolina State University, in the Department of Genetics.

Brenda Brennanman is serving her year of internship with Youth for Christ at the headquarters in Hempstead, Maryland. The program has recently merged with the Baltimore Y.F.C. for work. Brenda is enthusiastic about her part in the work and can see God's direction in many ways to this area for her training. Her address is Youth for Christ, Box 1, Hempstead, Maryland.

Harry Walton Sharp, Jr. is enrolled for the first year of study at the College of Osteopathic Medicine, 722 Sixth Avenue, Des Moines, Iowa.

Joan (Leary) and Omar x'70 Young have moved to R.R. 2, Ludington, Michigan, where Omar is director of the Ludington-Manistique Y.F.C. Club.

BIRTHS
David '65 and Charlotte (May x'67) Andersen are the proud parents of Eric Jorg born September 26. Their address is 539 Willow Drive, Santa Ana, California.

Bill '62 and Marily (Miller '64) Schneck are the proud parents of Lisa Ann, born May 10. Laura Lynn is two years old.

Dr. and Mrs. Terry B. Breilje (Martha Brose '61) are happy to announce the birth of Matthew Terry on August 26. Terry is Clinical Director of Illinois Security Hospital, a mental hospital for criminal offenders who have been judged mentally incompetent for standing trial. Marty is teaching social work at Southern Illinois University and counseling at the Clinical Services Center for the University. Their address is 2006 Norwood Drive, Carbondale, Illinois.

Loren and Becky Skinner '65 are the proud parents of Jolie Linn, born August 26. Loren has completed his M.A. in Administration degree from Ball State and is teacher-basketball coach at Centerville High School, Centerville, Indiana. Their address is 4715 National Road, West, Richmond, Indiana.

Walter and Betty (Egeberg '59) Olsen are happy to announce the recent birth of Paul Edward. David is 6 years old and Beth, 4. They live at 66 Columbus Avenue, Smithtown, Long Island, New York.

Dr. and Mrs. Jack Shannon (Pat Benson '63) are the proud parents of Stacey Jean, born July 27. Jack is stationed in Honolulu, Hawaii, for the next two years serving as a dentist in the U.S. Public Health Service. Jackie is two years old.
Jack and Janet King, both of the class of '59, are the proud parents of Jennifer Michelle, born June 19, Julie is 12 years old. Jon 9, Jimmy 7, and Jeffrey 4½. Jack is assistant professor of Physical Education and Baseball Coach at Taylor.

Kathryn Lee was born to Hubert '61 and Joyce (Helm x '65) Kuhn on July 14. Hubert is teacher and athletic director at Prairie Heights High School and they live at R.R. 1, West Otter Lake, Angola, Ind.

Jim '64 and Joan (McAlister x '65) Mathis are the proud parents of Jennifer Lynn, born January 28. Jim is Associate Director of Student Affairs at Taylor.

Jonathan Atwood Bender joined the family of Charles and Barbara (Brown '64) Bender on July 30. Pamela Jeanne is 1½ years old. They live at 41 Osborn Street, Keyport, New Jersey, where Charles serves the Calvary United Methodist Church.

Paul '59 and Ann (Donker '56) Stubbs are the proud parents of Stephanie Joy, born July 9. Their address is Box 1327, I.P.O., Seoul, Korea, where they serve as missionaries.

Phil and Pat (Helfrick '64) McMurtry are happy to announce the birth of Mark Andrew, on November 24, 1968. They live at 1176 Brentwood Road, Cleveland Heights, Ohio.

Joe and Judy (Boll) Brain, both of the class of '61, are happy to announce the birth of Derek Jason, on January 2. They live at 155 Winchester Street, Newton Highlands, Massachusetts.

Samuel '65 Bearden and his wife are the proud parents of Bruce Robert, born May 16, 1967. They live at 135 Alice Avenue, Bloomfield Hills, Michigan, where Sam is a teacher.

Christina Hope was born on June 14 to Ron and Jane (Stickler) Heizerman, both of the class of '65. Timmy is two years old. They work at Miracle Hill School, Pickens, South Carolina.

Robert and Mary (McDonald '65) Massongill are happy to announce the birth of Jennifer Adele on February 22. Their address is 710 Greenwood Courts, Redlands, California.

Joseph '66 and Elaine (Shugard x '65) Vandegriff are the proud parents of Jon Duane, born March 18. Joe recently graduated from Asbury Theological Seminary, and is serving the United Methodist Church at Redkey, Indiana, where they live at 122 West Main Street.

David '64 and Alice (Hendrickson '63) Golden are the proud parents of Stephanie Renee, born June 24. Dave graduated from Asbury Theological Seminary this spring and is enrolled at Princeton Theological Seminary where he is working toward a Th.M. degree. Their address is 2685 Main Street, Lawrenceville, New Jersey.

Robert '69 and Coleen (Myers x '70) Midwood are happy to announce the birth of Deborah Faith on March 6. Robert is attending Asbury Seminary.

Larry '64 and Lynn (Fridstrom x '66) Winterhalter are happy to announce the birth of Laura Jean on September 1. Becky, two years old, is delighted with her baby sister. Larry teaches in the P.E. Department and is assistant football coach at Illinois State University, Normal, Illinois. Their address is 310 Warren Avenue.

Russ and Audrey (Heffert '60) Hilderbrand are happy to announce the adoption of Lori Lea, born August 30. Paul is 4½. They live at 5718 Pratt, Omaha, Nebraska.

Paul '66 and Anna Lungi are happy to announce the birth of Suzanne on June 28, 1966. They now have two girls and two boys in their family. Their address is Eglise Methodiste Unie, B.P. 126 Kindu, R.D. du Congo - Kin.

Charles and Patricia (Hard) Griffin, both of the class of '61, are the proud parents of Gregory Dillman, born October 4. Charles is Vice-President for Student Affairs.

Ed Smyth '68 and Ellen Ridley '69 were married September 20 in Jacksonville, Florida. Ed is attending the Methodist Theological School, Delaware, Ohio.

Sharon Elizabeth Smith x '71 and Charles Lally were married on November 9, 1968. They are both employed by the N.J. Bell Telephone Company. Their address is 889 Edwards Road, Apt. B-8, Parsippany, New Jersey.

Jane Kempe '63 and R. Fraser Allan, a graduate of McGill University, Montreal, Canada, were united in marriage on August 31, 1968. Their address is 2192 Massachusetts Avenue, Cambridge, Massachusetts.

Lois Hansen '64 and Gerald Herndon were united in marriage on August 2. They live at 12018 - 71st Street South, No. 314, Seattle, Washington.

W. Kay Baer '64 and Charles V. Green were married on May 3 at the Kailua Methodist Church in Honolulu, Hawaii. Capt. Green is a pilot in the Air Force stationed at Hickham Air Force Base. Kay teaches 5th grade at Makaha, Hawaii. Their address is 45-683 Kamehameha Highway, Apt. B-7, Kaneohe, Hawaii.

Judy Howard '64 and Robert A. Crandall were united in marriage on July 19 in the Winona Lake (Indiana) Free Methodist Church. Mr. Crandall is General Director of the Department of Christian Education, Free Methodist World Headquarters, Winona Lake. Their address is R.R. 3, Wooster Road, Warsaw, Indiana.

Darlene Driscal '64 and Ronald W. Krebs were married on January 31 in Owosso, Michigan. Their address is 232 State Street, Eaton Rapids, Michigan.

Kenneth E. Daniel '69 and Faith McCormick x '71 were married on June 6. Their address is 16625 Crenshaw Blvd., Apt. 25, Torrance, California.

Mary Jane Hare '69 and James W. Thorne were united in marriage on July 19. We have no address for them.

Carolyn Kramer '67 and Robert Hightley were married on June 7. Robert is stationed at Lockbourne Air Force Base near Columbus, Ohio. Carolyn is teaching in a school near their home, at Pickaway Trailer Court, R.R. 1, Box B-4, Lockbourne, Ohio.
in Response

Continued from page 9

most important thing we learned is that the faculty is really eager to relate to us as people." In the past we have forgotten that our professors are people, too. In the many varied backgrounds and experiences they bring to each discipline, we can find fascinating life in the subjects we study.

Better communication with our faculty is one of the most important goals for which we as a student body can strive. Through our efforts we can enhance the quality and meaning of our education. We have now an opportunity for learning that will never be ours again and one which we cannot afford to miss. It is now our turn to go halfway to meet our professors as people.

TWO
Continued from page 25

learned this lesson through a vibrant young woman, a new counselor we called "Opie." Opie played the guitar and loved to sing. We soon found ourselves singing together everywhere, at camp, in community churches, and finally at a Recap Conference at the close of the summer program.

Fay "Yankee" Walker

Not knowing what to expect in British Columbia, I had little idea of my responsibilities as a summer missionary; yet I know that I had certain questions that needed answering. This, plus knowing that God had definitely called me to B. C. for the summer was enough to make me eager to go.

Using a sleeping bag every night, staying up late talking with Indian fellows, trying to make kids "calm down" so that a chapel program could be held, camping important as physics. And most important I would probably have a closer personal relationship with that faculty member.

As another possibility, the faculty member might give a research assignment to his class and then tell the class members that he will be in their residence halls at various times to answer their questions or help them in any way. The professor who did this might be amazed at how willingly students would then respond to him in class or visit him during his office hours.

Or the faculty might try just visiting the residence halls and watching TV or having a "shoot session" with the students. Or he might even consider having classes in the residence halls.

As I see it, the purpose of the student staff member in the academic area is to find out just what the students think about their classroom experiences. Then to think of ways to improve the students' attitudes toward their classwork. And finally, to put those thoughts into action; either through their own efforts or through cooperation with the student affairs office or faculty members.

Let's do everything we can to create and maintain the most effective learning experience for the students here at Taylor.

in Learning

Continued from page 8

important as physics. And most important I would probably have a closer personal relationship with that faculty member.

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out by a swirling mountain stream, swimming in a lake while at the same time viewing snow-capped mountains all around, and listening to the home-life problems of an Indian child of 10, were only a few of last summer's experiences; yet the worth of it all was knowing that this was where God wanted me.

Melvin Leach
self: Is it possible without the secular challenge (a predominantly non-Christian environment) to my faith? I think it is.

In conclusion I would like to suggest that the following constitute our challenge as people desiring a better Taylor.

1. If you were forced to come to Taylor and you are bitter because your reason for coming nauseates you, find a positive reason for being here while you are here. Your negativism is only going to hurt one person—YOU. If you are economically oriented, I might remind you that you will get more for your money if you have a positive attitude.

2. View Taylor as a place that provides opportunity for education and personal growth. Instead of viewing Taylor as a rigid, narrow uncreative threat to your growth, view it as an opportunity to relate to, bounce ideas off of and learn from one another. I have heard such things as, “This is not a typical society; I am too sheltered here.” Taylor’s purpose is not to provide a living situation that will give you contact with the baseness of society or every living ideology that exists in the world. I would agree that Taylor is a relative homogeneous society; but I would also submit that there is enough difference in our facades and beneath our facades to provide meaningful dialogue and idea exchange, which is what education is all about.

3. I think you should strive to be yourself every day, to be as authentic as you know how to be and to rely on one another for help to be more genuine. The road to authenticity is characterized by being able:
   A. to respond to others.
   B. to listen to others.

C. to be unselfish in relationships rather than manipulative.
D. to respect each other.
E. to care.
F. to be open.
G. to be disciplined.
H. to be responsible and trustworthy.

Do you realize what it would be like around here if all of us—faculty, students, staff and administrators—were striving to be this way? We would be able to sing the “Heaven Came Down” chorus with real gusto.

4. An outgrowth of No. 3 is that you will be careful not to dehumanize others by stereotyping the Christian growth process. As I have already stated, we want people walking individually and personally with God who can collectively learn from one another’s individual walks. I ask, how can you learn the truth that a person has experienced from his unique vantage point if you relegate that person to your proverbial moth ball heap? My moth ball heap is usually made up of those things that I don’t understand. If I am really honest, I would have to admit that I sometimes am of the opinion that if I don’t understand, understanding just is not possible.

5. You must be careful what you glamorize and where you place your emphasis. Are you more interested in receiving the praises from your peers and colleagues for your great Christian service or are you pleased to grow in your walk with God regardless of how glamorous that might be? You must not forget that God honors the widow’s mite as well as the king’s service.

6. If social concern is really one of the motivating forces in your life, do not avoid helping a person because someone has told you that the only way to help is to turn him in to the Office of Student Affairs. Help him yourself—do not complain about apathy, if you are avoiding those around you. After you have tried to help, if you feel that we can help, come to us. We too are interested in helping. We all have a responsibility to our neighbor—that is what the honor system is all about.

7. Do not let what others are able to get away with become the standard by which you live or gripe—that is hardly being autonomous.

8. You need to assess your fears. Someone has said that fear itself is greater than that which one fears. Students—do not fear the faculty—respect them individually. Faculty—do not view the students’ desire for a voice as immaturity, but as a desire for responsibility. Naturally the wheat is going to have tares, but you have to learn to sift rather than to generalize if you are going to contribute to each other’s growth.

9. Griping—Have a reason to gripe unless your security or identity depends on the process of griping rather than the content of the gripe. There is a definite distinction between intelligent dissent and griping.

10. Walk with God—Oswald Chambers has said that one of God’s greatest tasks is to eliminate the prejudice that our creeds and rules create in us so He can fill us with His Love.

I think our walk—if it is in fact that—should be characterized by “What would God have me do?” rather than “What’s in it for me?”

Let’s pray for each other that we will be able to sift lovingly and perceptively that we might bring honor to God.
Leon and Martha (Johnson) Strunk who are in Muriae, Minas Gerais, Brazil, write of the growth of the rural congregations which they serve and this is primarily due to the dedicated work of a fine group of lay workers. Alycia is in what is equivalent to Junior high school here, while Joanna and Nathanael are studying at home with their mother in order to sharpen their English and facilitate their transfer to American schools the first of the year. They hope to be home for Christmas and may be reached %Mr. Allen R. Johnson, R.R. 1, Box 250, Junction City, Wisconsin.

1950
Elmer H. Copley and family are at Via Cimone, 100, 00141 Rome, Italy, where they work under the Greater Europe Mission. They find the people of Italy friendly and patient with them as they have language difficulty. Hal recently attended the Annual Field Conference of all the missionaries under the Greater Europe Mission in Leysin, Switzerland, finding it a time of Christian fellowship and spiritual refreshment.

1951
Andrew and Ella (Kincaid) Lindvall recently moved to the Bethany Christian School, Box 12027, Taipei, Taiwan, R.O.C., where Andy is principal of the school, with an enrollment of 150, kindergarten through grade 6. Bethany is a school for young children of missionaries, but non-missionary children attend on a space-available basis. Some U.S. military parents prefer it to the large Taipei American School of 2500 children, and also enrolled are youngsters from various foreign embassies.

1952
Ruby Enns teaches missionary children in a British School system. She has children from the United Kingdom, Australia, New Zealand, North America and Europe, plus a few nationals. Some of the children come from business parents who are not Christian, so she has real opportunity to present Christ to them.

1953
Barbara Hovda has returned to her work at the Overseas Missionary Fellowship Language Centre, 33-A Chancery Lane, Singapore 11, Malaysia, after a very pleasant furlough with much more time spent with her family than usual. During the Toronto (Canada) Institute of Linguistics, she lived and studied at Victoria University.

1955
Gene and Laura (Sikes '55) McCullum teach at Christ's College, 14 Puting, Taishui, Taiwan. Gene also teaches mechanical engineering courses and Bible classes at Chung Yuan Christian College of Science and Engineering. Dona is 8 years old, Cindy 7, Russell 5, and Janet 3.

The Tarkingtons are at Box 28, Koza, Okinawa, where they work with the Overseas Christian Servicemen's Center. They conducted a very worthwhile Personal Evangelism Institute, with 82 registered for the sessions. With the many Marines coming to Okinawa, as the number of troops is being reduced in Vietnam, a sense of urgency for the work is felt. There were 6000 due one month.

1956
Phyllis Osborn, whose mailing address is Apartado 402, Maracaibo, Venezuela, writes of the rewarding work in conducting Vacation Bible School workshops within a 200 mile radius of Maracaibo. Their Christian Education Office that handles the distribution of the materials, had a record year for orders, with 11,000 pupils' books, plus teaching materials, having been distributed to churches and individuals.